

## ABSTRAK

**HESTI SADTYADI : *Pengembangan Instrumen Kinerja Guru Sekolah Dasar Berbasis Tugas Pokok dan Fungsi*. Desertasi, Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2013.**

Tujuan penelitian ini adalah mengembangkan instrumen kinerja guru sekolah dasar, dengan maksud mengetahui indikator serta faktor yang dapat digunakan dalam menyusun instrumen kinerja guru sekolah dasar, sehingga dapat memberikan masukan dalam menyusun instrumen penilaian kinerja guru yang sesuai.

Pengembangan instrumen kinerja guru sekolah dasar, dalam penelitian ini dikembangkan dengan metode *research and development*, berdasarkan model pengembangan pembelajaran Borg and Gall, yang disesuaikan. Prosedur pengembangan dibagi menjadi: tahap pendahuluan, tahap perencanaan, tahap uji coba, evaluasi dan revisi, dan tahap implementasi. Subjek coba adalah guru sekolah dasar di wilayah Surakarta. Pengumpulan data dilakukan berdasarkan instrumen penilaian diri, penilaian sejawat dan penilaian atasan, atau kepala sekolah. Teknik analisis dengan pendekatan kuantitatif yang didukung dengan kualitatif. Pendekatan kualitatif untuk menganalisis masukan-masukan dari pakar dan guru, serta validitas *Aikends* sebagai validitas isi. Pendekatan kuantitatif digunakan dalam analisis validitas konstruk, reliabilitas instrumen, serta hasil.

Berdasarkan uji validitas dan reliabilitas, instrumen tersebut valid dan reliabel. Hasil analisis faktor menunjukkan *fit model* yang cukup baik, berarti hasil penelitian dapat dijabarkan sebagai berikut. 1) Instrumen kinerja guru sekolah dasar dapat disusun oleh komponen tugas guru dalam mengajar, mendidik, melatih dan mengarahkan, membimbing, serta menilai dan mengevaluasi. 2) Indikator tugas guru sekolah dasar dalam mengajar terdiri dari (a) membuat rencana program mengajar, (b) melaksanakan program pembelajaran, dan (c) melaksanakan tindak lanjut program pembelajaran. 3).Indikator tugas guru sekolah dasar dalam mendidik meliputi. a) mengembangkan potensi peserta didik, b) mengembangkan kepribadian peserta didik, dan c) melaksanakan penyesuaian penyelenggaraan mendidik. 4).Indikator tugas guru sekolah dasar dalam melatih dan mengarahkan yaitu. (a) memberikan motivasi belajar, (b) memberikan panduan dalam belajar, dan (c) membiasakan berperilaku positif. 5).Indikator tugas guru sekolah dasar dalam membimbing meliputi. (a) membuat rencana program bimbingan, (b). melaksanakan program bimbingan, dan (c) melaksanakan tindak lanjut program bimbingan. 6). Indikator tugas guru sekolah dasar dalam menilai dan mengevaluasi meliputi : (a) menyusun rencana evaluasi, (b) melaksanakan dan memanfaatkan hasil evaluasi. Berdasarkan *fit model* terbaik, maka penilaian tugas guru dalam mengajar dan melatih lebih tepat menggunakan instrument penilaian atasan. Tugas guru dalam mendidik dan membimbing lebih tepat menggunakan instrumen penilaian diri, serta tugas guru dalam menilai dan mengevaluasi lebih tepat menggunakan instrumen penilaian teman sejawat.

**Kata Kunci :** *instrumen kinerja, guru sekolah dasar*

## ABSTRACT

**HESTI SADTYADI:** *An Instrument Development of Elementary School Teachers' Performance Based on Tasks and Functions.* **Dissertation.** Yogyakarta: Graduate School, Yogyakarta State University, 2013.

This study aims to develop an instrument of elementary teachers' performance in order to find out indicators and factors that can be used to construct an instrument of elementary school teachers' performance so that it can give inputs for the construction of appropriate evaluation instruments for teachers' performance.

An instrument development of elementary school teachers' performance in this study was developed through research and development based on an instructional development model by Borg and Gall, which was modified. The development procedure consisted of the preliminary stage, planning stage, tryout stage, evaluation and revision stage, and implementation stage. The tryout subjects were teachers of elementary schools in the area of Surakarta. The data were collected through the instruments for self-evaluation, peer-evaluation, and superior or principal evaluation. The data analysis technique was the qualitative approach supported by the quantitative approach. The qualitative approach was employed to analyze the inputs from experts and teachers and the Aikends validity as the content validity. The quantitative approach was employed to analyze the construct validity, instrument reliability, and results.

Based on the validity and reliability tests, the instruments are valid and reliable. The factor analysis shows that the model fit is moderately good. The results of the study can be explained as follows. 1) An instrument of elementary teachers' performance can be constructed of component of teachers' tasks in teaching, educating, training and directing, guiding, assessing, and evaluating. 2) Indicators for elementary school teachers' task in teaching consist of: (a) making learning program plans, (b) implementing learning programs, and (c) carrying out follow-ups of learning programs. 3) Indicators for elementary school teachers' task in educating consist of: (a) developing students' potentials, (b) developing students' personality, and (c) adjusting educational implementation. 4) Indicators for elementary school teachers' task in directing consist of: (a) giving learning motivation, (b) giving a learning guideline, and (c) familiarizing students with positive behaviors. 5) Indicators for elementary school teachers' task in guiding consist of: (a) making guidance program plans, (b) implementing guidance programs, and (c) carrying out follow-ups of guidance programs. 6) Indicators for elementary school teachers' task in evaluating consist of: (a) making evaluation plans, and (b) carrying out evaluation and using the results. Based on the best fit of the model, the instrument of teachers' tasks in teaching and training is better to use the superior assesment instrument. Teacher's tasks in educating and guiding are better assessed through self-assessment instrument, and their tasks in assessing and evaluating are better assessed through peer-assessment instrument.

**Keywords:** *performance instrument, elementary school teachers*